

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
Corpus Christi, Texas

TRANSITION STATEMENT FOR 14 AND 15 YEAR OLDS

John Ramirez
NAME OF STUDENT

5/18/98
DATE OF MEETING

6/29/84
DATE OF BIRTH

May 2002
ANTICIPATED DATE OF GRADUATION

The ARD committee has determined that for the student to achieve a post school placement consistent with his/her abilities, his/her school program should support the following (check one):

- ☒ This student is projected to complete minimum academic credit requirements for graduation applicable to students without disabilities, including satisfactory performance on the exit level assessment instrument.
- ☐ This student is projected to complete a 22 credit academic program and attain sufficient independent living skills to maintain employment without direct and ongoing support by other agencies.
- ☐ This student is projected to complete a school program that leads to mastery of specific but limited employability and self-help skills. The student will not require the direct ongoing support of the local school district, but may require support or ongoing post school services by other agencies.
- ☐ This student's school program will emphasize self-maintenance skills. The student may require post school services by other agencies.

Use this form for all students who will be age 14 or 15 during the subsequent school year.

K. SIGNATURE OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

SIGNATURE AND TITLE MEMBERS	SP. ED.	POSITION	AGREE	DISAGREE
parent did not attend		Parent(s)/Adult Student		
<i>Shela Jones</i>		Administration	✓	
<i>— (S. Warner)</i>	✓	Instruction	✓	
		Instruction/Speech		
		Assessment ¹		
OTHER PARTICIPANTS				
		Representative of LPAC ²		
<i>— (S. Warner)</i>	✓	Consultant/Chairperson	✓	
		Vocational		
		Visual/Auditory		
		Counselor		

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed.

✓ The committee mutually agreed to implement the program reflected in these proceedings. OR:

1. The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives, gather additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or others, or if the student has committed an expellable offense. The committee will reconvene on _____ at _____³

Date

Place and Time

Information explaining why mutual agreement has not been reached should be noted in the ARD minutes may be attached by the ARD meeting participants.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to parent by S. Warner on 4/8/98. If you have questions regarding these safeguards, please feel free to call 994-3500.

¹ Assessment personnel are required when assessment issues are included in the ARD Committee's deliberations.

² LPAC representative is required at ARD of any student who is limited English proficient.

³ Include documentation concerning the reconvened ARD committee meeting.

DATE SENT/MAILED

4/8/98

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
CORPUS CHRISTI, TEXAS
OFFICE OF SPECIAL EDUCATION

NOTICE OF THE ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING

RE STUDENT

John Ramirez

SCHOOL

Cunningham MS

INVITATION TO MEETING

We would like to invite you to attend an Admission, Review, and Dismissal (ARD) Committee meeting to discuss educational programming for your child. We encourage you to attend this meeting, as your involvement is an important part of your child's education.

DATE 5/18/98 TIME 11:15am PLACE Cunningham Middle School ROOM office

Check (M) all appropriate spaces:

The Purpose of this meeting is to:

- ☐ Discuss, at your request, any educational or related service not proposed below
- ☐ Initiate special education services if your child meets eligibility criteria
- ☒ Review your child's program (including results of any new evaluations)
- ☐ Review Assessment
- ☐ Other (specify) transition

- ☐ Develop/review the Individual Transition Plan (ITP)
- ☒ Develop end/or review the Individual Educational Plan (IEP) for your child
- ☐ Consider extended year services
- ☐ Discuss placement

This action is proposed because: annual review for John

Options considered before convening this meeting:

- ☒ Extra Time for Work Completion
- ☐ Add/Drop Related Services
- ☐ Compensatory Education
- ☐ Parent Conferences
- ☐ Change Modifications
- ☐ Increase/Decrease Special Education Time
- ☐ General Education

- ☒ Preferential Seating
- ☐ Oral Tests
- ☐ Counseling
- ☐ ISS
- ☐ Bilingual/ESL
- ☐ 504 Programs

- ☒ Behavior Management Strategies
- ☒ Modified or Shortened Assignments
- ☐ Add Vocational Classes
- ☐ Continue Current Program
- ☐ Tutoring
- ☐ Other

The provision of any educational or related service not proposed for discussion in this notice will be discussed at your request (describe if applicable).

Check (M) all appropriate boxes.

The following persons have been asked to attend the meeting:

- ☒ Parent/Guardian/Surrogate Parent/Adult Student
- ☐ Instructional Representative
- ☒ School Administrator
- ☒ Special Education Representative
- ☐ Adult Service Agency Representative
- ☐ Special Education Assessment Staff
- ☐ Other (list):
- ☐ Speech Pathologist
- ☒ Counselor
- ☒ Student
- ☐ LPAC Representative
- ☐ Vocational Representative

The following evaluation procedures, tests, records or reports will be reviewed and discussed:

- ☐ Comprehensive Individual Assessment (e.g., language, physical, emotional/behavioral, sociological intellectual, educational performance)
- ☒ School Permanent Records (e.g., grades, attendance reports, teachers' observations, achievement test scores, discipline reports)
- ☒ Classroom Observation Reports/Teacher Reports
- ☐ Independent Evaluation Reports
- ☒ Parent Information
- ☐ Other (list):

Other factors relevant to this ARD committee meeting (describe if applicable):

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provide a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been sent to Parent by S. W. on 4/8/98. If you have questions regarding these safeguards, please feel free to call 994-3600.

FOR SCHOOL USE ONLY

White Copy: Parent Copy Yellow Copy: Retain to document reasonable attempts to schedule meeting at agreed time. Attach yellow copy to ARD/IEP (Initial, Annual, Special Review) form and file in eligibility folder. Reminder was sent on 5/1/98 by S. W. Telephone call made on 5/1/98 b L. E. S. V. E. L.

You were previously sent the Notice of Comprehensive Individual Assessment which described the evaluation procedures and tests which would be used to determine your child's educational needs.

DETACH HERE

Psychological Services/Special Education

SUMMARY OF RECOMMENDATIONS/ACTIONS

W. Seale

NAME: John Ramirez DOB: 6-29-84 6th Gr.
DATE: 9-13-95
COMMENTS: (Please sign name and position after making copy)

9-13-95. Telephoned West Oso Special Ed. Office to remind them to mail me the ARD/IEPS/psychological reports on John Ramirez for the permanent ARDs. They have delayed in sending the needed information. I was told that the reports will be mailed today.

(request mailed 9/29/95)

J. De La Cruz
Associate Psychologist

9-18-95: Called West Oso for records again. Lady said records had already been sent.

J. De La Cruz
Assoc. Psychologist

9-26-95: Received ARD/IEPS/psych. report from West Oso which was done in Houston ISD.

Perm ARD meeting set for 9-29-95 at Wynn Seale

J. De La Cruz, M.S., P.A., C.S.D.
Assoc. Psych.

Behavior Assessment System For Children
by Cecil R. Reynolds and Randy W. Kamphaus

TEACHER RATING SCALES - ADOLESCENT
INDIVIDUAL REPORT

Child: Ramirez, Joan
Test Date: 12/11/2000
Birth Date: 06/29/1984
Age: 16-5
Teacher: C. Lemecke
Position: Teacher

School: Moody
Grade: 10
Sex: Male
Other Data:
Type of Class: Homemaking
Time Known Child:

The Behavior Assessment System for Children (BASC) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. This computer-generated report is based on one component of this system and should not be the sole basis for making important diagnostic or treatment decisions. Guidance on interpreting the BASC is provided in the BASC Manual.

CAUTION INDEXES

Index	Raw Score	Comment
F	4	CAUTION
Response Pattern	105	ACCEPTABLE
Consistency	8	ACCEPTABLE

F INDEX: This is a measure of the rater's tendency to be excessively negative in describing the child's behaviors. The following items caused John's F index to be in the Caution or Extreme Caution range.

Item	Response
1. Shows interest in others' ideas.	Never
48. Refuses to join group activities.	Almost Always
71. Says, "please" and "thank you."	Never
84. Politely asks for help.	Never

If these extremely negative responses are consistent with other information about the child, the TRS-A can be accepted as valid. On the other hand, if these responses seem inconsistent with other information, the possibility should be considered that the TRS-A is invalid. The teacher may have adopted a negative response set in completing the form, or may have misunderstood the items. However, the possibility should be considered that the child's negative behavior is specific to the rater or the social situation. Use your judgment and outside data, perhaps including an interview with the teacher, to discern the reason for this high F score.

The following scale(s) are unscorable because 3 or more items were omitted:

Conduct Problems, Withdrawal

If a scale is unscorable, the scale T score and the corresponding composite T score are not plotted on the profile or reported.

Child: Ramirez, John
Test Date: 12/11/2000 Age: 16-5

Rater: C. Lemecke

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OMITTED ITEMS

The following items were not answered by the respondent:

Item

- 6. Steals at school.
- 12. Uses the school library.
- 16. Has trouble deciding which courses to take at school.
- 41. Has to stay after school for punishment.
- 43. Seeks attention while doing schoolwork.
- 61. Will change direction to avoid having to greet someone.
- 76. Uses illegal drugs.
- 96. Is chosen last by other children for games.
- 110. Drinks alcoholic beverages.
- 117. Has trouble making new friends.
- 134. Smokes or chews tobacco.

CRITICAL ITEMS

Responses of Sometimes, Often, and Almost Always to the following items may deserve attention:

Item

- 19. Is in trouble with the police.
- 26. Uses foul language.
- 28. Threatens to hurt others.
- 35. Throws tantrums.

Response

Almost Always
Almost Always
Sometimes
Almost Always

Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke
Norm Group: (X) General

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CLINICAL SCALES

CHILDREN SCALES													
T SCORE	EXTERNALIZING PROBLEMS				INTERNALIZING PROBLEMS				SCHOOL PROBLEMS		Aty Wth	BSI	T SCORE
	Hyp	Agg	Con	COM	Anx	Dep	Som	COM	Att	Lrn			
>110													>110
110													110
100													100
90													90
80				X									80
70			X										70
60									X			X	60
										X			
50											X		50
						X							
40							X	X				X	40
						X							
30													30
<30													<30

Child: Ramirez, John
Test Date: 12/11/2000 Age: 16-5

Rater: C. Lemecke
Norm Group: (X) General

ADAPTIVE SCALES					
T				T	
SCORE	Soc	Led	Stu	COM	SCORE
100					100
90					90
80					80
70					70
60					60
50					50
40		X	X		40
30	X			X	30
20					20
10					10
Soc Led Stu COM					

Scale abbreviations key, in order of presentation:

(Hyp) Hyperactivity
(Agg) Aggression
(Con) Conduct Problems

(Anx) Anxiety
(Dep) Depression
(Som) Somatization

(Att) Attention Problems
(Lrn) Learning Problems

(Aty) Atypicality
(Wth) Withdrawal

(Soc) Social Skills
(Led) Leadership
(Stu) Study Skills

Composite abbreviation key:

(COM) Composite
(BSI) Behavioral Symptoms Index

Key to T score cutoffs:

Clinical Scales

70+ Clinically Significant
60-69 At-Risk
41-59 Average
31-40 Low
-30 Very Low

Adaptive Scales

70+ Very High
60-69 High
41-59 Average
31-40 At-Risk
-30 Clinically Significant

Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke
Norm Group: General

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SCORE SUMMARY: General Norm Group

Scale	NORMATIVE COMPARISON					IPSATIVE COMPARISON*		
	Raw Score	Total Omits	T Score	90% Conf Interval	%ile	Diff	Sig Level	Freq
CLINICAL SCALES								
Hyperactivity	26	1	73	69-77	97	15	.05	<5%
Aggression	31	0	83	79-87	99	25	.05	<1%
Conduct Problems	17	5	UNSCORABLE					
Anxiety	2	1	40	33-47	15	-18	.05	<2%
Depression	3	0	49	44-54	63	-9	.05	<10%
Somatization	0	0	42	36-48	22	-16	.05	<10%
Attention Problems	9	0	59	53-65	80	1	NS	
Learning Problems	8	0	53	47-59	67	-5	NS	
Atypicality	0	0	42	35-49	16	-16	.05	<2%
Withdrawal	3	3	UNSCORABLE					
ADAPTIVE SCALES								
Social Skills	2	0	30	26-34	1	-7	.05	<5%
Leadership	5	0	40	35-45	16	3	NS	
Study Skills	10	1	40	36-44	19	3	NS	

* Clinical scales: Compares scale T score with mean of scales composing BSI (mean=58)

Adaptive scales: Compares scale T score with mean of scales composing Adaptive Skills Composite (mean=37)

Note: Scales with 1 or 2 omits have been prorated

COMPOSITES

Composite	Sum of T Scores	T Score	90% Conf Interval	Percentile
Externalizing Problems		UNSCORABLE		
Internalizing Problems	131	43	39-47	25
School Problems	112	56	52-60	75
Behavioral Symptoms Index	346	60	57-63	84
Adaptive Skills	110	36	33-39	7

COMPARISON OF COMPOSITE SCORES

Composite Pairs	Diff	Sig Level	Freq of Difference
Internalizing Problems < School Problems	13	.01	<15%

Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke

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TEACHER RATING SCALES - ADOLESCENT
SCORE NARRATIVE: General Norm Group

This report is based on the teacher's rating of John's behavior. Any score in the Clinically Significant range suggests a high level of maladjustment. Scores in the At-Risk range identify either a significant problem that may not be severe enough to require formal treatment or a potential of developing a problem that needs careful monitoring.

Clinical Scales Overview

In the Behavioral Symptom Index, John's raw score yields a T score of 60 (90% confidence interval of 57-63) and a percentile rank of 84. This score was in the At-Risk range.

Externalizing Problems Composite

In the Externalizing Problems composite, John's score on this composite was not calculated due to one or more unscorable scales. Externalizing Problems scales and their ranges are as follows: Hyperactivity - Clinically Significant; Aggression - Clinically Significant; Conduct Problems - Unscorable.

Internalizing Problems Composite

In the Internalizing Problems Composite, John's raw score yields a T score of 43 (90% confidence interval of 39-47) and a percentile rank of 25. This score was in the Average range. Internalizing Problems scales and their ranges are as follows: Anxiety - Low; Depression - Average; Somatization - Average.

School Problems Composite

In the School Problems composite, John's raw score yields a T score of 56 (90% confidence interval of 52-60) and a percentile rank of 75. This score was in the Average range. School Problems scales and their ranges are as follows: Attention Problems - Average; Learning Problems - Average.

Additional Clinical Scales

Additional clinical scales are those not included in any composite. These scales and their ranges are as follows: Atypicality - Average; Withdrawal - Unscorable.

Adaptive Skills Composite

In the Adaptive Skills composite, John's raw score yields a T score of 36 (90% confidence interval of 33-39) and a percentile rank of 7. This score was in the At-Risk range. Adaptive Skills scales and their ranges are as follows: Social Skills - Clinically Significant; Leadership - At-Risk; Study Skills - At-Risk.

Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke
Norm Group: General

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ITEMS BY SCALE

Scale: AGGRESSION

Item

Response

2. Dares other children to do things.	Often
15. Is a "sore loser."	Almost Always
28. Threatens to hurt others.	Sometimes
33. Complains about rules.	Almost Always
37. Argues when denied own way.	Almost Always
50. Brags to others about getting into trouble.	Almost Always
63. Orders others around.	Almost Always
68. Breaks other children's things.	Sometimes
72. Hits other children.	Never
85. Bullies others.	Almost Always
98. Talks back to teachers.	Almost Always
106. Calls other children names.	Sometimes
119. Teases others.	Almost Always
132. Blames others.	Often

Scale: ANXIETY

Item

Response

3. Expresses self-doubt before tests.	Sometimes
16. Has trouble deciding which courses to take at school.	
38. Bites nails.	Never
51. Says, "I'm afraid I will make a mistake."	Never
73. Worries about things that cannot be changed.	Never
86. Says, "I'm not very good at this."	Never
107. Worries.	Never
120. Is nervous.	Never

Scale: ATTENTION PROBLEMS

Item

Response

4. Listens to directions.	Sometimes
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Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke
Norm Group: General

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ITEMS BY SCALE

Scale: ATTENTION PROBLEMS (cont)

Item

Response

- 39. Is easily distracted.
- 74. Does not pay attention to lectures.
- 87. Forgets things.
- 108. Is easily distracted from classwork.
- 121. Has trouble concentrating.

Often
Almost Always
Never
Sometimes
Sometimes

Scale: ATYPICALITY

Item

Response

- 5. Seems out of touch with reality.
- 18. Tries to hurt self.
- 29. Sees things that are not there.
- 40. Has strange ideas.
- 53. Sings or hums to self.
- 64. Babbles to self.
- 75. Gets lost.
- 88. Eats things that are not food.
- 99. Repeats one thought over and over.
- 109. Complains about being unable to block out unwanted thoughts.
- 122. Hears sounds that are not there.

Never
Never
Never
Never
Never
Never
Never
Never
Never
Never
Never

Scale: CONDUCT PROBLEMS

Item

Response

- 6. Steals at school.
- 19. Is in trouble with the police.
- 30. Complains about police or other law enforcement officers.
- 41. Has to stay after school for punishment.
- 54. Skips classes at school.

Almost Always
Almost Always
Almost Always
Almost Always

01/26/2011 Teacher Rating Scales - Adolescent

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Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke
Norm Group: General

ITEMS BY SCALE

Scale: CONDUCT PROBLEMS (cont)

Item

Response

- 65. Has been suspended from school.
- 76. Uses illegal drugs.
- 89. Cheats in school.
- 100. Is truant.
- 110. Drinks alcoholic beverages.
- 123. Has friends who are in trouble.
- 134. Smokes or chews tobacco.

Almost Always

Sometimes
Almost Always

Sometimes

Scale: DEPRESSION

Item

Response

- 7. Says, "I don't have any friends."
- 20. Says, "Nobody understands me."
- 42. Is sad.
- 55. Says, "I hate myself."
- 69. Is easily upset.
- 77. Says, "I want to die" or "I wish I were dead."
- 90. Cries easily.
- 111. Says, "Nobody likes me."
- 124. Says, "I want to kill myself."

Never
Sometimes
Never
Never
Often
Never
Never
Never
Never

Scale: HYPERACTIVITY

Item

Response

- 8. Disrupts the schoolwork of other children.
- 21. Rushes through assigned work.
- 31. Bothers other children when they are working.
- 34. Acts without thinking.
- 43. Seeks attention while doing schoolwork.
- 56. Is overly active.
- 66. Taps foot or pencil.

Almost Always
Often
Almost Always
Almost Always

Sometimes
Often

Child: Ramirez, John Rater: C Lemecke
 Test Date: 12/11/2000 Age: 16-5 Norm Group: General

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ITEMS BY SCALE

Scale: HYPERACTIVITY (cont)

Item	Response
78. Hurries through assignments.	Almost Always
91. Interrupts others when they are speaking.	Almost Always
101. Talks too loud.	Sometimes
112. Cannot wait to take turn.	Often
125. Acts silly.	Never
135. Calls out in class.	Often

Scale: LEADERSHIP

Item	Response
9. Is usually chosen as a leader.	Never
22. Joins clubs or social groups.	Never
44. Works well under pressure.	Sometimes
57. Is creative.	Sometimes
79. Gives good suggestions for solving problems.	Sometimes
92. Attends after-school activities.	Never
113. Has lots of ideas.	Never
126. Makes decisions easily.	Often
137. Is good at getting people to work together.	Never

Scale: LEARNING

Item	Response
10. Says that textbooks are hard to understand.	Never
23. Has problems with mathematics.	Never
45. Completes assignments incorrectly because of not following instructions.	Sometimes
58. Gets failing school grades.	Almost Always
80. Has poor handwriting or printing.	Sometimes
93. Does not complete tests.	Sometimes
104. Makes careless errors.	Sometimes

01/26/2001

Teacher Rating Scales - Adolescent

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Child: Ramirez, John

Rater: C. Lemecke

Test Date: 12/11/2000

Age: 16-5

Norm Group: General

ITEMS BY SCALE

Scale: LEARNING (cont)

Item

Response

114. Has reading problems.

Never

127. Has spelling problems.

Sometimes

Scale: SOCIAL SKILLS

Item

Response

1. Shows interest in others' ideas.

Never

14. Tries to bring out the best in other people.

Never

36. Congratulates others when good things happen to them.

Never

49. Admits mistakes.

Never

62. Makes suggestions without offending others.

Never

71. Says, "please" and "thank you."

Never

84. Politely asks for help.

Never

97. Compliments others.

Never

105. Offers help to other children.

Sometimes

118. Encourages others to do their best.

Never

131. Volunteers to help with others.

Sometimes

Scale: SOMATIZATION

Item

Response

11. Complains of dizziness.

Never

24. Complains of pain.

Never

46. Complains of shortness of breath.

Never

59. Has headaches.

Never

81. Complains of being hot.

Never

94. Complains of blurred vision.

Never

115. Complains of being cold.

Never

128. Complains about health.

Never

Scale: STUDY SKILLS

Item

Response

12. Uses the school library.

Child: Ramirez, John
Test Date: 12/11/2000

Age: 16-5

Rater: C. Lemecke
Norm Group: General

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ITEMS BY SCALE

Scale: STUDY SKILLS (cont)

Item	Response
25. Takes careful notes during lectures.	Never
32. Does extra credit.	Never
47. Studies with other students.	Never
60. Works hard, even in courses he or she does not like.	Sometimes
67. Reads assigned chapters.	Sometimes
82. Completes homework.	Sometimes
95. Asks to make up missed assignments.	Sometimes
102. Has good study habits.	Sometimes
116. Analyzes the nature of a problem before starting to solve it.	Never
129. Appears confident before tests.	Sometimes
136. Is well organized.	Often
138. Reads.	Never
	Sometimes

Scale: WITHDRAWAL

Item	Response
13. Refuses to talk.	Never
48. Refuses to join group activities.	Almost Always
61. Will change direction to avoid having to greet someone.	
83. Is shy with adults.	Never
96. Is chosen last by other children for games.	
117. Has trouble making new friends.	
130. Avoids other children.	Never

Child: Ramirez, John
 Test Date: 12/11/2000 Age: 16-5
 Teacher: [Redacted] Rating Scales - Adolescent
 Rater: C. Lemecke
 Norm Group: General

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ITEM RESPONSES

1. N	46. N	91. A	136. N
2. O	47. N	92. N	137. N
3. S	48. A	93. S	138. S
4. S	49. N	94. N	
5. N	50. A	95. S	
6. N	51. N	96. N	
7. N	52. N	97. N	
8. A	53. N	98. A	
9. N	54. A	99. N	
10. N	55. N	100. A	
11. N	56. S	101. S	
12. N	57. S	102. N	
13. N	58. A	103. N	
14. N	59. N	104. S	
15. A	60. S	105. S	
16. N	61. N	106. S	
17. N	62. N	107. N	
18. N	63. A	108. S	
19. A	64. N	109. N	
20. S	65. A	110. N	
21. O	66. O	111. N	
22. N	67. S	112. O	
23. N	68. S	113. N	
24. N	69. O	114. N	
25. N	70. N	115. N	
26. A	71. N	116. S	
27. N	72. N	117. N	
28. S	73. N	118. N	
29. N	74. A	119. A	
30. A	75. N	120. N	
31. A	76. N	121. S	
32. N	77. N	122. N	
33. A	78. A	123. S	
34. A	79. S	124. N	
35. A	80. S	125. N	
36. N	81. N	126. O	
37. A	82. S	127. S	
38. N	83. N	128. N	
39. O	84. N	129. O	
40. N	85. A	130. N	
41. N	86. N	131. S	
42. N	87. N	132. O	
43. S	88. N	133. O	
44. S	89. S	134. O	
45. S	90. N	135. O	



TRS-A (12 - 18)

Computer Entry Form

Cecil R. Reynolds and Randy W. Kamphaus

Child's name John Ramirez Your name C. Lemke
 Date 12-11-00 Birth date 6-29-84 Age 16 Position Teacher
 School Moody Grade 10 What type of class do you teach? Food med/nutrition
 Sex: ☐ Female ☒ Male Other data _____ How long have you known this child? _____

Instructions

On both sides of this form are phrases that describe how children may act. Please read each phrase and mark the response that describes how this child has acted over the last six months. If the child's behavior has changed a great deal during this period, describe the child's recent behavior.

Please mark every item. If you don't know or are unsure, give your best estimate. A "Never" response does not mean that a child "never" engages in a behavior, only that you have not observed the child to behave that way.

Before starting, please provide the information requested in the box at the top of the page.

How to Mark Your Responses

Be certain to circle completely the letter you choose, like this:

N S O A

If you wish to change a response, mark an X through it and circle your new choice, like this: N X O A

Click N if the behavior never occurs.
 Click S if the behavior sometimes occurs.
 Click O if the behavior often occurs.
 Click A if the behavior almost always occurs.

- | | | | |
|--|----------------|---|----------------|
| 1. Shows interest in others' ideas | N S <u>O</u> A | 26. Uses foul language | N S <u>O</u> A |
| 2. Dares other children to do things | N S <u>O</u> A | 27. Has a hearing problem | N S <u>O</u> A |
| 3. Expresses self-doubt before tests | N <u>S</u> O A | 28. Threatens to hurt others | N <u>S</u> O A |
| 4. Listens to directions | N <u>S</u> O A | 29. Sees things that are not there | N <u>S</u> O A |
| 5. Seems out of touch with reality | N S <u>O</u> A | 30. Complains about police or other law enforcement officers | N S <u>O</u> A |
| 6. Steals at school | N S <u>O</u> A | 31. Bothers other children when they are working | N S <u>O</u> A |
| 7. Says, "I don't have any friends." | N S <u>O</u> A | 32. Does extra credit | N <u>S</u> O A |
| 8. Disrupts the schoolwork of other children | N S <u>O</u> A | 33. Complains about rules | N S <u>O</u> A |
| 9. Is usually chosen as a leader | N <u>S</u> O A | 34. Acts without thinking | N S <u>O</u> A |
| 10. Says that textbooks are hard to understand | N <u>S</u> O A | 35. Throws tantrums | N S <u>O</u> A |
| 11. Complains of dizziness | N <u>S</u> O A | 36. Congratulates others when good things happen to them | N S <u>O</u> A |
| 12. Uses the school library | N S <u>O</u> A | 37. Argues when denied own way | N S <u>O</u> A |
| 13. Refuses to talk | N <u>S</u> O A | 38. Bites nails | N <u>S</u> O A |
| 14. Tries to bring out the best in other people | N S <u>O</u> A | 39. Is easily distracted | N S <u>O</u> A |
| 15. Is a "sore loser" | N S <u>O</u> A | 40. Has strange ideas | N <u>S</u> O A |
| 16. Has trouble deciding which courses to take at school | N S <u>O</u> A | 41. Has to stay after school for punishment | N S <u>O</u> A |
| 17. Uses medication | N <u>S</u> O A | 42. Is sad | N <u>S</u> O A |
| 18. Tries to hurt self | N <u>S</u> O A | 43. Seeks attention while doing schoolwork | N S <u>O</u> A |
| 19. Is in trouble with the police | N S <u>O</u> A | 44. Works well under pressure | N <u>S</u> O A |
| 20. Says, "Nobody understands me." | N <u>S</u> O A | 45. Completes assignments incorrectly because of not following instructions | N <u>S</u> O A |
| 21. Rushes through assigned work | N S <u>O</u> A | 46. Complains of shortness of breath | N <u>S</u> O A |
| 22. Joins clubs or social groups | N <u>S</u> O A | 47. Studies with other students | N <u>S</u> O A |
| 23. Has problems with mathematics | N <u>S</u> O A | 48. Refuses to join group activities | N S <u>O</u> A |
| 24. Complains of pain | N <u>S</u> O A | 49. Admits mistakes | N <u>S</u> O A |
| 25. Takes careful notes during lectures | N <u>S</u> O A | | |

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Continue on the back ➡

04/27/2001

Behavior Assessment System For Children
by Cecil R. Reynolds and Randy W. Kamphaus

SELF-REPORT OF PERSONALITY - ADOLESCENT
INDIVIDUAL REPORT

Child: John, Ramiez
Test Date: 04/27/2001
Birth Date: 06/29/1984
Age: 16-9

School: Moody
Grade:
Sex: Male
Other Data:

The Behavior Assessment System for Children (BASC) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. This computer-generated report is based on one component of this system and should not be the sole basis for making important diagnostic or treatment decisions. Guidance on interpreting the BASC is provided in the BASC Manual.

CAUTION INDEXES

Index	Raw Score	Comment
F	1	ACCEPTABLE
V	0	ACCEPTABLE
L	2	ACCEPTABLE
Response Pattern	100	ACCEPTABLE
Consistency	2	ACCEPTABLE

The following scale(s) are unscorable because 3 or more items were omitted:

Sense of Inadequacy

If a scale is unscorable, the scale T score and the corresponding composite T score are not plotted on the profile or reported.

OMITTED ITEMS

The following items were not answered by the respondent:

Item

- 31. I am good at making decisions.
- 33. My parents blame too many of their problems on me.
- 39. Other people are against me.
- 86. When I am angry, I throw things.
- 87. Most teachers are lazy.
- 88. People say bad things to me.

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Self-Report of Personality - Adolescent

Page 2

Child: John, Ramiez

Test Date: 04/27/2001 Age: 16-9

OMITTED ITEMS

The following items were not answered by the respondent:

Item

- 107. I am always disappointed with my grades.
- 114. Nobody ever listens to me.
- 126. People expect too much from me.
- 136. My teacher cares about me.
- 145. Adults have a better life than I do.
- 151. I am seldom happy with my efforts at school.
- 169. I quit easily.

CRITICAL ITEMS

Responses of True to the following items may deserve attention:

Item

- 11. Someone wants to hurt me.
- 21. No one understands me.
- 38. I just don't care anymore.
- 161. I get into fights at school.

Response

True
True
True
True

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Self-Report of Personality - Adolescent

Page 3

Child: John, Ramiez

Test Date: 04/27/2001

Age: 16-9

Norm Group: (X) General

CLINICAL SCALES

T SCORE	SCHOOL MALADJUSTMENT				CLINICAL MALADJUSTMENT					Dep	Ina	ESI	T SCORE
	Sch	Tch	Sen	COM	Aty	Loc	Som	Str	Anx				
>110 +													+ >110
110 +													+ 110
100 +													+ 100
90 +													+ 90
80 +													+ 80
70 +	X												+ 70
60 +				X									+ 60
50 +		X											+ 50
40 +					X			X					+ 40
30 +													+ 30
< 30 +													+ <30
	Sch	Tch	Sen	COM	Aty	Loc	Som	Str	Anx	COM	Dep	Ina	ESI

04/27/2001

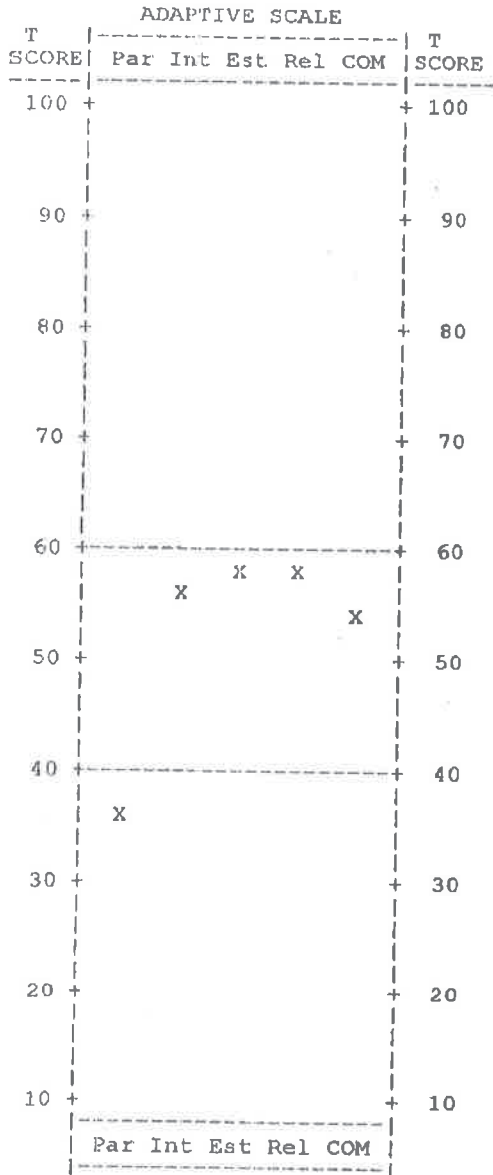
Self-Report of Personality - Adolescent

Page 4

Child: John, Ramirez

Test Date: 04/27/2001 Age: 16-9

Norm Group: (X) General



Scale abbreviations key, in order of presentation:

(Sch) Attitude To School
(Tch) Attitude To Teachers
(Sen) Sensation Seeking

(Aty) Atypicality
(Loc) Locus of Control
(Som) Somatization
(Str) Social Stress
(Anx) Anxiety

(Dep) Depression
(Ina) Sense of Inadequacy

(Par) Relations With Parents
(Int) Interpersonal
(Est) Self-Esteem
(Rel) Self-Reliance

Composite abbreviation key:

(COM) Composite
(ESI) Emotional Symptoms Index

Key to T score cutoffs:

Clinical Scales

70+ Clinically Significant
60-69 At-Risk
41-59 Average
31-40 Low
-30 Very Low

Adaptive Scales

70+ Very High
60-69 High
41-59 Average
31-40 At-Risk
-30 Clinically Significant

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Self-Report of Personality - Adolescent

Page 5

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

SCORE SUMMARY: General Norm Group

NORMATIVE COMPARISON						IPSATIVE COMPARISON*		
Scale	Raw Score	Total Omits	T Score	90% Conf Interval	File	Diff	Sig Level	Freq
CLINICAL SCALES								
Attitude To School	9	0	71	64-78	96			
Attitude To Teachers	6	2	62	54-70	85			
Sensation Seeking	7	0	55	46-64	71			
Atypicality	3	1	47	39-55	45			
Locus of Control	5	2	53	46-60	66			
Somatization	1	0	45	35-55	36			
Social Stress	5	2	52	45-59	62			
Anxiety	3	0	41	35-47	24			
Depression	2	2	49	43-55	64			
Sense of Inadequacy	3	3	UNSCORABLE					
ADAPTIVE SCALES								
Relations With Parents	4	0	37	29-45	12			
Interpersonal Relations	16	0	57	50-64	78			
Self-Esteem	8	0	58	52-64	77			
Self-Reliance	7	1	59	48-70	82			

Clinical Scales: Because of unscorable scales, Ipsative Comparisons cannot be made.

Adaptive Scales: Because of unscorable scales, Ipsative Comparisons cannot be made.

Note: Scales with 1 or 2 omits have been prorated

COMPOSITES

Composite	Sum of T Scores	T Score	90% Conf Interval	Percentile
School Maladjustment	188	66	61-71	92
Clinical Maladjustment	238	47	43-51	45
Personal Adjustment	211	54	49-59	54
Emotional Symptoms Index		UNSCORABLE		

COMPARISON OF COMPOSITE SCORES

Composite Pairs	Diff	Sig Level	Freq of Difference
School Maladjustment > Clinical Maladjustment	19	.01	<10%

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Self-Report of Personality - Adolescent

Page 6

Child: John, Ramirez

Test Date: 04/27/2001 Age: 16-9

SELF-REPORT OF PERSONALITY - ADOLESCENT
SCORE NARRATIVE: General Norm Group

This report is based on the child's rating of himself. Any score in the Clinically Significant range suggests a high level of maladjustment. Scores in the At-Risk range identify either a significant problem that may not be severe enough to require formal treatment or a potential of developing a problem that needs careful monitoring.

Overview

In the Emotional Symptom Index, Ramirez's score on this composite was not calculated due to one or more unscorable scales.

School Maladjustment Composite

In the School Maladjustment composite, Ramirez's raw score yields a T score of 66 (90% confidence interval of 61-71) and a percentile rank of 92. This score was in the At-Risk range. School Maladjustment scales and their ranges are as follows: Attitude to School - Clinically Significant; Attitude to Teachers - At-Risk; Sensation Seeking - Average.

Clinical Maladjustment Composite

In the Clinical Maladjustment Composite, Ramirez's raw score yields a T score of 47 (90% confidence interval of 43-51) and a percentile rank of 45. This score was in the Average range. Clinical Maladjustment scales and their ranges are as follows: Atypicality - Average; Locus of Control - Average; Somatization - Average; Social Stress - Average; Anxiety - Average.

Additional Clinical Scales

Additional clinical scales are those not included in any composite. These scales and their ranges are as follows: Sense of Inadequacy - Unscorable; Depression - Average.

Personal Adjustment Composite

In the Personal Adjustment composite, Ramirez's raw score yields a T score of 54 (90% confidence interval of 49-59) and a percentile rank of 54. This score was in the Average range. Personal Adjustment scales and their ranges are as follows: Relations with Parents - At-Risk; Interpersonal Relations - Average; Self-Esteem - Average; Self-Reliance - Average.

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Self-Report of Personality - Adolescent

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Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: ANXIETY

ItemResponse

5. I am afraid of a lot of things.
19. I worry about what other people think about me.
29. Little things bother me a lot.
36. My feelings get hurt easily.
50. I worry about little things.
60. I worry about what is going to happen.
67. I am afraid of being "put down" by a teacher.
81. I have trouble making up my mind.
98. I worry a lot of the time.
112. I feel guilty about things.
129. I often worry about something bad happening to me.
143. I am nervous.
160. I get nervous when things do not go the right way for me.
174. I worry when I go to bed at night.

False
False
True
False
False
False
False
False
False
True
True
False
False
False

Scale: ATTITUDE TO SCHOOL

ItemResponse

3. I don't like thinking about school.
18. School is a waste of time.
34. I wish there were no report cards.
49. I hate school.
65. I don't care about school.
80. My school feels good to me.
96. I can hardly wait to quit school.
111. Finishing my work is important to me.
127. I get bored in school.
158. School is boring.

True
True
True
True
True
False
False
False
True
True

Scale: ATTITUDE TO TEACHERS

ItemResponse

12. Teachers are neat people.

False

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Self-Report of Personality - Adolescent

Page 8

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: ATTITUDE TO TEACHERS (cont)

Item	Response
25. My teacher understands me.	False
43. My teachers want too much.	False
56. My teacher is always telling me what to do.	True
74. Most teachers are unfair.	True
87. Most teachers are lazy.	
105. Teachers mostly look for the bad things that you do.	True
136. My teacher cares about me.	
167. My teacher is often proud of me.	False

Scale: ATYPICALITY

Item	Response
11. Someone wants to hurt me.	True
24. I hear voices in my head.	False
42. Sometimes I want to hurt myself.	False
55. Sometimes I do things over and over and can't stop.	False
61. I see weird things.	False
73. I itch on the inside.	False
86. When I am angry, I throw things.	
92. I go from happy to mad very fast.	True
104. My skin feels funny sometimes.	False
117. I cannot control my thoughts.	False
123. Sometimes, when alone, I hear my name.	False
135. I have many accidents.	False
148. I like to make up strange stories.	False
154. Sometimes voices tell me to do bad things.	False
166. I often have bad dreams.	False
179. I still have fits of temper.	True
185. I cannot stop myself from doing bad things.	False

Scale: DEPRESSION

Item	Response
7. I don't seem to do anything right.	False

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Self-Report of Personality - Adolescent

Page 9

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: DEPRESSION (cont)

Item	Response
21. No one understands me.	True
38. I just don't care anymore.	True
52. I think I am dumb next to my friends.	False
69. I never have anything to do that is really fun.	False
83. Nothing goes my way.	False
100. Nothing about me is right.	False
106. Nothing ever goes right for me.	False
114. Nobody ever listens to me.	False
131. Life is getting worse and worse.	False
145. Adults have a better life than I do.	False
162. I am good at only one or two things.	False
176. I always have bad luck.	False

Scale: INTERPERSONAL RELATIONS

Item	Response
1. I am good at making new friends.	True
16. I am a likable person.	True
32. I need help to get along with others.	False
47. Others have respect for me.	True
63. People think I am fun to be with.	True
78. I enjoy making new friends.	True
91. My classmates don't like me.	False
94. I feel close to others.	True
109. I am liked by others.	True
122. Other kids hate to be with me.	False
125. People like me because I am easy to talk to.	True
140. I enjoy meeting others.	True
153. Nobody likes me.	False
156. My friends are usually kind to me.	True
171. I am slow to make new friends.	False
184. Other children don't like to be with me.	False

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Self-Report of Personality - Adolescent

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Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: LOCUS OF CONTROL

Item	Response
2. I can't seem to control what happens to me.	False
17. My parents expect too much from me.	False
33. My parents blame too many of their problems on me.	True
48. My parents control my life.	False
57. What I want never seems to matter.	False
64. I can't cope with all my responsibilities at home.	False
79. I am blamed for a lot of things I don't do.	True
95. People get mad at me, even when I don't do anything wrong.	False
110. I can't stop myself from making mistakes.	False
126. People expect too much from me.	False
141. I get blamed for things I can't help.	True
157. Bad things just happen.	True
172. My parents are always telling me what to do.	True

Scale: RELATIONS WITH PARENTS

Item	Response
10. I am an important person in my family.	True
41. My mother and father help me if I ask them to.	True
72. My parents trust me.	False
103. My parents are often proud of me.	False
134. My parents listen to what I say.	True
149. My mother and father like my friends.	False
165. I help make decisions at home.	True
180. I like to be close to my parents.	False

Scale: SELF-ESTEEM

Item	Response
4. I like who I am.	True

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Self-Report of Personality - Adolescent

Page 11

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: SELF-ESTEEM (cont)

Item	Response
35. My looks bother me.	False
66. I wish I were someone else.	False
97. I get upset about my looks.	False
128. I like the way I look.	True
142. I am nice looking.	True
159. I wish I were different.	False
173. I have nice hair.	True

Scale: SELF-RELIANCE

Item	Response
31. I am good at making decisions.	
62. I am good at showing others how to do things.	True
93. I am dependable.	True
124. I like to make decisions on my own.	True
155. When I am wrong I can change things to be right again.	True
183. I am a dependable friend.	True
186. I am someone you can rely on.	True

Scale: SENSATION SEEKING

Item	Response
6. I like to argue.	True
13. Stealing something from a store is exciting.	False
20. I like it when my friends dare me to do something.	False
30. I have been in the principal's office at least five times.	True
37. I like to be scared.	False
51. I like to play rough sports.	True
68. I would rather work for the FBI than be a teacher.	False

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Self-Report of Personality - Adolescent

Page 12

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: SENSATION SEEKING (cont)

Item	Response
82. I love thunderstorms.	False
99. I like motorcycles.	False
113. I like to ride in a car that is going fast.	True
130. I like loud music.	True
144. I like to take chances.	True
161. I get into fights at school.	True
175. I think it would be exciting to steal things.	False

Scale: SENSE OF INADEQUACY

Item	Response
14. I never quite reach my goal.	False
27. When I take tests, I can't think.	False
45. I don't like other people to know my grades.	True
58. I usually fail.	False
76. I want to do better, but I can't.	False
89. Tests are not fair to most people.	True
107. I am always disappointed with my grades.	
118. I hide my work when the teacher walks by.	False
120. When you fail at something, give up and go on to something else.	False
138. I do not like to be called on in class.	True
151. I am seldom happy with my efforts at school.	
169. I quit easily.	
182. I often get sick before tests.	False

Scale: SOCIAL STRESS

Item	Response
8. People act as if they don't hear me.	True
22. Sometimes I feel lonely, even when there are people with me.	False

04/27/2001

Self-Report of Personality -- Adolescent

Page 13

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEMS BY SCALE

Scale: SOCIAL STRESS (cont)

Item	Response
39. Other people are against me.	
53. I am left out of things.	False
70. Sometimes I feel as if I am invisible.	False
84. I feel really "stressed out".	True
88. People say bad things to me.	
101. I feel that others do not like the way I do things.	False
115. I am lonely.	False
132. Other children are happier than I am.	True
146. I feel out of place around people.	False
163. Other people always find things wrong with me.	False
177. My friends have more fun than I do.	True

Scale: SOMATIZATION

Item	Response
15. I am a healthy person.	True
28. I have fainting spells.	False
46. I am afraid I have cancer.	False
59. Other people are healthier than I am.	False
77. I often have headaches.	False
90. Sometimes my ears hurt for no reason.	False
108. My stomach gets upset more than most people.	False
121. Often I feel sick in my stomach.	False
139. Sore throats are a common problem of mine.	False
152. I think I have heart trouble.	True
170. I have trouble swallowing my food.	False

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Self-Report of Personality - Adolescent

Page 14

Child: John, Ramirez

Test Date: 04/27/2001

Age: 16-9

Norm Group: General

ITEM RESPONSES

1. T	46. F	91. F	136.	181. F
2. F	47. T	92. T	137. F	182. F
3. T	48. T	93. T	138. T	183. T
4. T	49. T	94. T	139. F	184. F
5. F	50. F	95. T	140. T	185. F
6. T	51. T	96. F	141. F	186. T
7. F	52. F	97. F	142. T	
8. T	53. F	98. F	143. F	
9. F	54. T	99. F	144. T	
10. T	55. F	100. F	145.	
11. T	56. T	101. F	146. F	
12. F	57. F	102. T	147. F	
13. F	58. F	103. F	148. F	
14. F	59. F	104. F	149. F	
15. T	60. F	105. T	150. F	
16. T	61. F	106. F	151.	
17. F	62. T	107.	152. T	
18. T	63. T	108. F	153. F	
19. F	64. F	109. T	154. F	
20. F	65. T	110. F	155. T	
21. T	66. F	111. F	156. T	
22. F	67. F	112. T	157. T	
23. F	68. F	113. T	158. T	
24. F	69. F	114.	159. F	
25. F	70. F	115. F	160. F	
26. F	71. F	116. T	161. T	
27. F	72. F	117. F	162. F	
28. F	73. F	118. F	163. F	
29. T	74. T	119. F	164. F	
30. T	75. F	120. F	165. T	
31.	76. F	121. F	166. F	
32. F	77. F	122. F	167. F	
33.	78. T	123. F	168. F	
34. T	79. F	124. T	169.	
35. F	80. F	125. T	170. F	
36. F	81. F	126.	171. F	
37. F	82. F	127. T	172. T	
38. T	83. F	128. T	173. T	
39.	84. T	129. T	174. F	
40. F	85. T	130. T	175. F	
41. T	86.	131. F	176. F	
42. F	87.	132. T	177. T	
43. F	88.	133. F	178. T	
44. F	89. T	134. T	179. T	
45. T	90. F	135. F	180. F	



SRP-A (12 - 18)



Computer Entry Form

Cecil R. Reynolds and Randy W. Kamphaus

Instructions

On both sides of this form are sentences that many young people use to describe themselves. These sentences are listed to help you describe your thoughts, feelings, and actions.

Read each sentence carefully. If you agree with the sentence, circle the T for True. If you don't agree with it, circle the F for False. Here is an example: 1. I like parties. (T) F

If you want to change your answer, make an X through it and circle your new answer. Here is an example:

1. I like parties. (X) (F)

Please respond to each sentence truthfully as it applies to you. There are no right or wrong answers. Do not skip any sentences.

Before starting, please fill in the box at the top of the page.

- | | | |
|--|--|---|
| 1. I am good at making new friends. (T) F | 27. When I take tests, I can't think. T (F) | 53. I am left out of things. T (F) |
| 2. I can't seem to control what happens to me. T (F) | 28. I have fainting spells. T (F) | 54. I get mad at my parents sometimes. (T) F |
| 3. I don't like thinking about school. (F) F | 29. Little things bother me a lot. (T) F | 55. Sometimes I do things over and over and can't stop. T (F) |
| 4. I like who I am. (T) F | 30. I have been in the principal's office at least five times. (T) F | 56. My teacher is always telling me what to do. (T) F |
| 5. I am afraid of a lot of things. T (F) | 31. I am good at making decisions. (T) F | 57. What I want never seems to matter. T (F) |
| 6. I like to argue. (T) F | 32. I need help to get along with others. T (F) | 58. I usually fail. T (F) |
| 7. I don't seem to do anything right. T (F) | 33. My parents blame too many of their problems on me. (T) F | 59. Other people are healthier than I am. T (F) |
| 8. People act as if they don't hear me. (T) F | 34. I wish there were no report cards. (T) F | 60. I worry about what is going to happen. T (F) |
| 9. I always go to bed on time. T (F) | 35. My looks bother me. T (F) | 61. I see weird things. T (F) |
| 10. I am an important person in my family. (T) F | 36. My feelings get hurt easily. T (F) | 62. I am good at showing others how to do things. (T) F |
| 11. Someone wants to hurt me. (T) F | 37. I like to be scared. T (F) | 63. People think I am fun to be with. (T) F |
| 12. Teachers are neat people. T (F) | 38. I just don't care anymore. (T) F | 64. I can't cope with all my responsibilities at home. T (F) |
| 13. Stealing something from a store is exciting. T (F) | 39. Other people are against me. (T) F | 65. I don't care about school. (T) F |
| 14. I never quite reach my goal. T (F) | 40. I always do homework on time. T (F) | 66. I wish I were someone else. T (F) |
| 15. I am a healthy person. (T) F | 41. My mother and father help me if I ask them to. (T) F | 67. I am afraid of being "put down" by a teacher. T (F) |
| 16. I am a likable person. (T) F | 42. Sometimes I want to hurt myself. T (F) | 68. I would rather work for the FBI than be a teacher. T (F) |
| 17. My parents expect too much from me. T (F) | 43. My teachers want too much. T (F) | 69. I never have anything to do that is really fun. T (F) |
| 18. School is a waste of time. (T) F | 44. The local newspaper has a story about me almost every day. T (F) | 70. Sometimes I feel as if I am invisible. T (F) |
| 19. I worry about what other people think about me. T (F) | 45. I don't like other people to know my grades. (T) F | 71. My social life is just perfect. T (F) |
| 20. I like it when my friends dare me to do something. T (F) | 46. I am afraid I have cancer. T (F) | 72. My parents trust me. T (F) |
| 21. No one understands me. (T) F | 47. Others have respect for me. (T) F | 73. I itch on the inside. T (F) |
| 22. Sometimes I feel lonely, even when there are people with me. T (F) | 48. My parents control my life. (T) F | 74. Most teachers are unfair. (T) F |
| 23. I like everyone I meet. T (F) | 49. I hate school. (T) F | 75. Superman is a real person. T (F) |
| 24. I hear voices in my head. T (F) | 50. I worry about little things. T (F) | |
| 25. My teacher understands me. T (F) | 51. I like to play rough sports. (T) F | |
| 26. I have not seen a car in at least six months. T (F) | 52. I think I am dumb next to my friends. T (F) | |

Continue on the back ➡

- | | | | | | |
|--|------------------------------------|--|------------------------------------|---|------------------------------------|
| 76. I want to do better, but I can't. | T <input checked="" type="radio"/> | 114. Nobody ever listens to me. | T <input checked="" type="radio"/> | 151. I am seldom happy with my efforts at school. | T <input checked="" type="radio"/> |
| 77. I often have headaches. | T <input checked="" type="radio"/> | 115. I am lonely. | T <input checked="" type="radio"/> | 152. I think I have heart trouble. | T <input checked="" type="radio"/> |
| 78. I enjoy making new friends. | T <input checked="" type="radio"/> | 116. I sometimes get mad. | T <input checked="" type="radio"/> | 153. Nobody likes me. | T <input checked="" type="radio"/> |
| 79. I am blamed for a lot of things I don't do. | T <input checked="" type="radio"/> | 117. I cannot control my thoughts. | T <input checked="" type="radio"/> | 154. Sometimes voices tell me to do bad things. | T <input checked="" type="radio"/> |
| 80. My school feels good to me. | T <input checked="" type="radio"/> | 118. I hide my work when the teacher walks by. | T <input checked="" type="radio"/> | 155. When I am wrong I can change things to be right again. | T <input checked="" type="radio"/> |
| 81. I have trouble making up my mind. | T <input checked="" type="radio"/> | 119. My parents are always right. | T <input checked="" type="radio"/> | 156. My friends are usually kind to me. | T <input checked="" type="radio"/> |
| 82. I love thunderstorms. | T <input checked="" type="radio"/> | 120. When you fail at something, give up and go on to something else. | T <input checked="" type="radio"/> | 157. Bad things just happen. | T <input checked="" type="radio"/> |
| 83. Nothing goes my way. | T <input checked="" type="radio"/> | 121. Often I feel sick in my stomach. | T <input checked="" type="radio"/> | 158. School is boring. | T <input checked="" type="radio"/> |
| 84. I feel really "stressed out." | T <input checked="" type="radio"/> | 122. Other kids hate to be with me. | T <input checked="" type="radio"/> | 159. I wish I were different. | T <input checked="" type="radio"/> |
| 85. I always think before I act. | T <input checked="" type="radio"/> | 123. Sometimes, when alone, I hear my name. | T <input checked="" type="radio"/> | 160. I get nervous when things do not go the right way for me. | T <input checked="" type="radio"/> |
| 86. When I am angry, I throw things. | T <input checked="" type="radio"/> | 124. I like to make decisions on my own. | T <input checked="" type="radio"/> | 161. I get into fights at school. | T <input checked="" type="radio"/> |
| 87. Most teachers are lazy. | T <input checked="" type="radio"/> | 125. People like me because I am easy to talk to. | T <input checked="" type="radio"/> | 162. I am good at only one or two things. | T <input checked="" type="radio"/> |
| 88. People say bad things to me. | T <input checked="" type="radio"/> | 126. People expect too much from me. | T <input checked="" type="radio"/> | 163. Other people always find things wrong with me. | T <input checked="" type="radio"/> |
| 89. Tests are not fair to most people. | T <input checked="" type="radio"/> | 127. I get bored in school. | T <input checked="" type="radio"/> | 164. I am the most popular person in town. | T <input checked="" type="radio"/> |
| 90. Sometimes my ears hurt for no reason. | T <input checked="" type="radio"/> | 128. I like the way I look. | T <input checked="" type="radio"/> | 165. I help make decisions at home. | T <input checked="" type="radio"/> |
| 91. My classmates don't like me. | T <input checked="" type="radio"/> | 129. I often worry about something bad happening to me. | T <input checked="" type="radio"/> | 166. I often have bad dreams. | T <input checked="" type="radio"/> |
| 92. I go from happy to mad very fast. | T <input checked="" type="radio"/> | 130. I like loud music. | T <input checked="" type="radio"/> | 167. My teacher is often proud of me. | T <input checked="" type="radio"/> |
| 93. I am dependable. | T <input checked="" type="radio"/> | 131. Life is getting worse and worse. | T <input checked="" type="radio"/> | 168. Television does not really exist. | T <input checked="" type="radio"/> |
| 94. I feel close to others. | T <input checked="" type="radio"/> | 132. Other children are happier than I am. | T <input checked="" type="radio"/> | 169. I quit easily. | T <input checked="" type="radio"/> |
| 95. People get mad at me, even when I don't do anything wrong. | T <input checked="" type="radio"/> | 133. I tell the truth every single time. | T <input checked="" type="radio"/> | 170. I have trouble swallowing my food. | T <input checked="" type="radio"/> |
| 96. I can hardly wait to quit school. | T <input checked="" type="radio"/> | 134. My parents listen to what I say. | T <input checked="" type="radio"/> | 171. I am slow to make new friends. | T <input checked="" type="radio"/> |
| 97. I get upset about my looks. | T <input checked="" type="radio"/> | 135. I have many accidents. | T <input checked="" type="radio"/> | 172. My parents are always telling me what to do. | T <input checked="" type="radio"/> |
| 98. I worry a lot of the time. | T <input checked="" type="radio"/> | 136. My teacher cares about me. | T <input checked="" type="radio"/> | 173. I have nice hair. | T <input checked="" type="radio"/> |
| 99. I like motorcycles. | T <input checked="" type="radio"/> | 137. I take a plane trip from New York to Chicago at least twice a week. | T <input checked="" type="radio"/> | 174. I worry when I go to bed at night. | T <input checked="" type="radio"/> |
| 100. Nothing about me is right. | T <input checked="" type="radio"/> | 138. I do not like to be called on in class. | T <input checked="" type="radio"/> | 175. I think it would be exciting to steal things. | T <input checked="" type="radio"/> |
| 101. I feel that others do not like the way I do things. | T <input checked="" type="radio"/> | 139. Sore throats are a common problem of mine. | T <input checked="" type="radio"/> | 176. I always have bad luck. | T <input checked="" type="radio"/> |
| 102. I feel bad when people criticize me. | T <input checked="" type="radio"/> | 140. I enjoy meeting others. | T <input checked="" type="radio"/> | 177. My friends have more fun than I do. | T <input checked="" type="radio"/> |
| 103. My parents are often proud of me. | T <input checked="" type="radio"/> | 141. I get blamed for things I can't help. | T <input checked="" type="radio"/> | 178. I have some bad habits. | T <input checked="" type="radio"/> |
| 104. My skin feels funny sometimes. | T <input checked="" type="radio"/> | 142. I am nice looking. | T <input checked="" type="radio"/> | 179. I still have fits of temper. | T <input checked="" type="radio"/> |
| 105. Teachers mostly look for the bad things that you do. | T <input checked="" type="radio"/> | 143. I am nervous. | T <input checked="" type="radio"/> | 180. I like to be close to my parents. | T <input checked="" type="radio"/> |
| 106. Nothing ever goes right for me. | T <input checked="" type="radio"/> | 144. I like to take chances. | T <input checked="" type="radio"/> | 181. I have just returned from a nine-month trip on an ocean liner. | T <input checked="" type="radio"/> |
| 107. I am always disappointed with my grades. | T <input checked="" type="radio"/> | 145. Adults have a better life than I do. | T <input checked="" type="radio"/> | 182. I often get sick before tests. | T <input checked="" type="radio"/> |
| 108. My stomach gets upset more than most people. | T <input checked="" type="radio"/> | 146. I feel out of place around people. | T <input checked="" type="radio"/> | 183. I am a dependable friend. | T <input checked="" type="radio"/> |
| 109. I am liked by others. | T <input checked="" type="radio"/> | 147. I always do what my parents tell me. | T <input checked="" type="radio"/> | 184. Other children don't like to be with me. | T <input checked="" type="radio"/> |
| 110. I can't stop myself from making mistakes. | T <input checked="" type="radio"/> | 148. I like to make up strange stories. | T <input checked="" type="radio"/> | 185. I cannot stop myself from doing bad things. | T <input checked="" type="radio"/> |
| 111. Finishing my work is important to me. | T <input checked="" type="radio"/> | 149. My mother and father like my friends. | T <input checked="" type="radio"/> | 186. I am someone you can rely on. | T <input checked="" type="radio"/> |
| 112. I feel guilty about things. | T <input checked="" type="radio"/> | 150. I am sometimes jealous. | T <input checked="" type="radio"/> | | |
| 113. I like to ride in a car that is going fast. | T <input checked="" type="radio"/> | | | | |

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CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
Corpus Christi, Texas

PRE-ARD INFORMATION

STUDENT: John Ramirez ARD DATE 9-29-95 ^{8:30} (Fri.)
HOMEROOM TEACHER: James
READING TEACHER: B. Jantz
MATH TEACHER:

SUBJECTS:

	Present Level	Level to Be Completed By the End of May	Comments
Reading	6	6	
Language	6	6	
Spelling			
Mathematics			
Science/Social Science	6	6	

COMPETENCIES (tasks student is able to do):

He is extremely bright on one to one or if I sit with his group.

ACADEMIC CONCERNS:

He is experiencing failure because of his inability to focus even in small group activities which we have focus on this six weeks

BEHAVIOR CONCERNS:

- John is extremely active. He has a hard time concentrating. Talking to his grandmother (guardian) tells me he is suppose to be on medication

RECOMMENDATION(S) FOR SPECIAL EDUCATION SERVICES FOR NEXT YEAR:

He needs medication

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
Corpus Christi, Texas*McLina*

PRE-ARD INFORMATION

STUDENT: John Ramirez ARD DATE (time) 9-28-95
HOMEROOM TEACHER: Tamez / Poelma
READING TEACHER: Tamez
MATH TEACHER: Poelma

SUBJECTS:

	Present Level	Level to Be Completed By the End of May	Comments
Reading			
Language			
Spelling			
Mathematics			
Science/Social Science			

COMPETENCIES (tasks student is able to do):

+ , - with just 70% accuracy

ACADEMIC CONCERNS:

cannot $\frac{x}{c}$ with 70% accuracy

BEHAVIOR CONCERNS:

cannot concentrate due to extreme nervous movements and loss of concentrations

RECOMMENDATION(S) FOR SPECIAL EDUCATION SERVICES FOR NEXT YEAR:

Should stay in Reg. Math with Modifications & if doctor recommends something to improve his concentration abilities

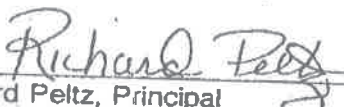
SRC 9665114 0
SCHOOL - 053 WYNN SEALE

LEP: JOHN DIS: H GR 06 SEX M RACE H DOB 06/29/8.
RIC: 0 SIC: STATUS: ACTIVE

[illegible]

WYNN SEALE ACADEMY OF FINE ARTS
FLEXIBLE SCHEDULE

The educational instruction at Wynn Seale AFA is on flexible scheduling for the 1995-96 school year. Students attend 360 minutes of instruction daily. However, students may or may not meet daily for a particular subject. The individual subject instruction time is left to the discretion of the students' two teachers who teach language arts, mathematics, science, history, and reading. Sixth and seventh graders attend the physical education class every other day. On the days these students do not participate in physical education, they are actively involved in enrichment activities in their regular assigned classrooms. In addition, eighth graders are provided the opportunity to participate in the enrichment program. This enrichment program is a 45-minute period which is part of the daily instructional 360 minutes.


Richard Peltz, Principal
Wynn Seale Academy of Fine Arts

CONFIDENTIAL

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HOUSTON INDEPENDENT SCHOOL DISTRICT
CHILD STUDY DEPARTMENT

Eligibility Report: LEARNING DISABILITY

NAME: Ramirez, John
DOB: 6-29-84
DATE OF MDT:ID: 446042
SCHOOL: Jefferson Elem.
GRADE: FifthThe Multidisciplinary Team confirms the presence of a learning deficit demonstrated by a severe discrepancy between academic achievement and intellectual ability.
☒ Yes ☐ No

Areas of Severe Deficit

Written Language
Listening Comprehension

Method used to determine severe discrepancy:

- ☒
- disability area(s) more than one standard deviation below assessed intelligence on approved standardized instruments;
-
- ☐
- comparison of actual achievement standard score to predicted score (regression formula);
-
- ☐
- other, explain _____ See CIA, _____

Relevant physical and behavioral considerations have been discussed in the CIA.

It is the opinion of the Multidisciplinary Team that the demonstrated deficits are NOT primarily due to: visual, hearing, motor handicap; mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage. See CIA.
☒ Yes ☐ No

The Multidisciplinary Team determines that:

- a. the services available through regular and compensatory education programs are insufficient for the student to make satisfactory progress.
-
- ☒
- Yes
- ☐
- No

- b. the services needed are available only through special education.
-
- See CIA,
- 1-9-95
- ☒
- Yes
- ☐
- No

Multidisciplinary Assessment Team

	Agree	Disagree
<u>Marti Aratoon Educational Diag</u> Licensed/Certified Assessment Personnel Title	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Ryan Deussen Evaluation Specialist</u> Personnel Certified/Trained in the Area of Learning Disabilities Title	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Personnel _____ Title	<input type="checkbox"/>	<input type="checkbox"/>

HOUSTON INDEPENDENT SCHOOL DISTRICT
3830 Richmond Avenue Houston, Texas 77027
(713) 861-1217

CHILD STUDY BUREAU
COMPREHENSIVE INDIVIDUAL ASSESSMENT
Report Date: 1/09/95

NAME: Ramirez, John ID: 446042
DOB: 6-29-84 SCHOOL: Jefferson Elem.
CA: 10-5 GRADE: Fifth
SEX: Male PARENT: Lupe Alejandro
ETHNICITY: Hispanic ADDRESS: 4410 Fulton, #5
EXAMINER: Martivee Aratoon, M.Ed. PHONE: 691-5572
Educational Diagnostician

PART I: Determination of Disability and Educational Need

REASON FOR REFERRAL:

Initial Assessment - John's inability to pay attention or focus on work. He is in constant motion and displays frustration with self because of attention deficits.

ASSESSMENT OF PHYSICAL, MENTAL, OR EMOTIONAL CONDITIONS

Information related to the assessment of physical, mental, or emotional conditions has been derived from the following sources:

	Date
Home Language Survey	11/03/94
Language Rating Scale	11/03/94
Classroom Observation	10/24 & 8/29/94
IAS Testing	11/17/94
LPAC Deliberations	N/A
Speech/Language Evaluation	N/A
Sociological Data Form	5/21/93
Intellectual Assessment	11/06/94
Adaptive Behavior	11/29/94
Academic Performance Levels	N/A
Vocational Assessment	11/29/94
Initial Referral	11/03/94
Vision/Hearing	10/24 & 8/29/94
Physician Report	N/A
OT/PT Evaluation	N/A
Functional Vision	N/A
Behavior Rating Scale	11/31/94
Psychological Evaluation	N/A
Psychiatric Evaluation	N/A
Parent/Student Rights	11/08/94
Notice of Referral	11/08/94
Other	N/A

LANGUAGE SURVEY AND PROFICIENCY:

The dominant home language is reported by the parents to be Spanish on the Home Language Survey and Sociological Data Form.

Classroom observation suggests levels of receptive proficiency in the dominant language appears to be below age expectancy. Classroom observation suggests that the level of expressive proficiency in the dominant language appears to be below age expectancy.

The Language Rating Scale completed by the teacher indicates that John frequently uses incomplete sentences; often gropes for words to